

Teacher: Miss Candow

Office Location: Ed. Center 333

Office Hours: 3:30-5:30 Tuesdays & Thursdays

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Summary of Unit

This unit will cover the complexities of narrative writing. Key components of narrative writing, such as plot development, characterization, foreshadowing, and narrative tone will be understood. A small sample of three short fiction examples will be used to highlight these different components. Assigned reading selections will be "Silver Water" by Amy Bloom, "A Good Man is Hard to Find" by Flannery O'Connor, and "The Tell-Tale Heart" by Edgar Allan Poe. Narrative pieces will be written step-by-step throughout the unit, culminating in a final project piece. Through a series of drafts and work-shopping, a strong and coherent short narrative piece, conveying the different complex components of narrative writing will be the final performance task.

Establish Goals

Common Core State Standards

Content Area: English

Grade Level: Grade 11-12

Domain: Writing

Cluster: Text Types and Purposes

Standards: 3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Students will understand that

- narrative writing is complex.
- well-structured event sequences are key to successful narrative writing.
- word choice and specific details set and alter narrative tone.

Essential Questions

- why is narrative writing complex?
- how are narratives developed?
- how do word choice and details work to create a specific narrative tone?

Students will know

- vocabulary such as: plot , theme, foreshadowing, allegory, allusion, characterization, conflict, diction, point of view, setting, and tone.
- sequence and timeline: how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution).
- critical details such as: the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.

Students will be able to

- describe the ideal sequence of events in a narrative.
- illustrate narrative tones through specific word choice.
- use telling details to create a layered narrative.
- analyze different themes addressed using different literary elements.
- consider different methods of developing a narrative.
- recognize the writing qualities in a narrative.

Performance Task Overview

You are an aspiring writer and you're looking for some professional feedback on your latest work of short fiction. You have been directed towards the website critique.org, a site designed for writers to submit their work for a feedbacking workshop, and where writers can critique other works. Based on the feedback you receive, you are expected to edit your narrative piece and re-submit it if you so choose, but keep each of your unedited drafts in a safe place. The final product will be a blog composed of these drafts and the final version of your narrative, as well as a short presentation about your experience using the critiquing workshops.

Expectations

Absences: In the event of an absence, students can find any handout and work they may have missed in an absentee folder. Deadlines for assignments will be adjusted according to the length of a student's absence. If the student misses three or more days, they will meet with me so we can discuss getting them back on track.

Plagiarism: The school's plagiarism policy will hold true for this class. All sources should be in MLA format, and all papers will be run through a plagiarism checker before grading. In the event that a student has simply missed a citation, I will give opportunities to fix the mistake.

Assignments: All due dates will be announced at the start of any assignments. These can be negotiated if the student feels they will not be able to complete an assignment in time. All negotiations must be made three days prior to the assigned due date. All assignments passed in on their due date will earn an automatic 60%. Late work will be accepted with a 10% deduction in the first week, and a 25% deduction until the end of the marking period. Exceptions will be made for absent students and those who have spoken with me.

Any papers done in class should be formatted using Times New Roman 12pt font, double spaced.

Classroom Expectations: This should be a positive learning environment. Students are to be respectful of their peers, themselves, and their surroundings. Student should come to class with all of their materials, including pencils, notes, and any assigned texts.

Benchmarks

Audio File - Students will work in partners to create an audio recording explaining the ideal sequence of events in a plot. Each component of the plot diagram should be mentioned and include an explanation of the event and it's importance, as well as accompany it with an example from one of the texts we have discussed in class. Students should begin exploring sound effects and music, but this is optional. **(35 points)**

Timeline - Students will use a timeline application to develop a narrative progression for their own fictional narrative. All of the components must be accounted for, and the story should make sense. These will be the beginnings of their final projects. **(35 points)**

Digital Imaging - Students will pick a feeling and create a typographical digital image that conveys this feeling. All of the components, including words, color, and overall picture should reflect the feeling being displayed. **(40 points)**

Podcast - In small groups, students will develop a short narrative that will span three 2-3 minute long podcasts. The narrative must include details in each of the episodes that add to the story in a meaningful way, and that are referenced in at least two of the episodes. Students must include at least one instance of sound effects or music in one of their podcasts. **(50 points)**

Prezi - Students will create a prezzi explaining different themes and/or literary devices of at least two examples of short fiction. One must be a text we discussed in class and the other should be a work read independently. Student should do minor research on each author they discuss, and should include a slide on how the author's life affects their writing. These will be presented in class. **(60 points)**

OR

Blog - Students will create a blog detailing the different literary styles and qualities of at least two examples of short fiction. These can include noting the authors use of foreshadowing or narrative tone. Students should do minor research on each author they discuss, and in their blogs should mention how each author's life affects their writing. One of these stories must be one we discussed in class, and the other should be a work read independently. Students are encouraged to include graphics or other media content on their blogs. **(60 points)**

Performance Task - See paragraph above **(150 points)**

Grading Scale

A (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).